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ABSTRACT

This document presents the educational objectives for the area of social studies, one of 10 areas chosen for national assessment of educational outcomes. Also included is an introduction to the history and goals of the National Assessment program. These behavioral objectives for social studies are the result of inputs from laymen, experts, and the literature since 1945. Each of these objectives is broken down into measurable behaviors appropriate for the four age groups (9, 13, 17, and young adults): 1) Curiosity About Human Affairs; 2) Effective Use of Analytic-Scientific Procedures; 3) Sensitivity to Creative-Intuitive Methods of Explaining the Human Condition; 4) Knowledge Relevant to the Major Ideas and Concerns of Social Scientists; and, 5) A Reasoned Commitment to the Values That Sustain a Free Society. The exercises to be used in 1971-72 national assessment of social studies outcomes were developed from these objectives. The lay organizations, their representatives, and the experts who developed these objectives are listed in the appendices. In addition, see these related documents: ED 043 098, SO 000 898, and SO 000 899. (DJB)

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Social Studies Objectives

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PREFACE

The results released to the public by National Assessment in July, 1970, marked the initial reporting based on the first year's assessment of 9-, 13-, and 17-year-olds and young adults between the ages of 26 and 35. National Assessment is now under full-scale operation, and reports will be made continuously as the project collects data describing the knowledge, skills, and attitudes attained by groups of young Americans.

The periodic release of results by National Assessment represents only one aspect of the project. Behind each report lies a complex series of activities that has been completed through the cooperation and participation of thousands of specialists representing a wide variety of disciplines and a number of organizations specifically equipped to handle various operations. From developing educational objectives for a subject area to producing exercises that assess how well those objectives are being met, from constructing a broad and representative sample design to locating individuals in homes and schools throughout the nation for the assessment, from processing the mountains of data collected to finding meaningful ways in which the information can be presented—countless individuals have completed innumerable tasks before reports are ready for public release.

Nor are the reports that will be released in the next several years—when assessment in each of the 10 subject areas will be completed—in themselves the end result of the project. One of National Assessment's main purposes is to compare the educational attainments of groups of young Americans over time. An important use of the first data gathered for each subject area, therefore, is to provide benchmarks against which the results of subsequent reassessments may be compared to determine progress or decline.

The educational objectives for the area of social studies are presented here, along with an introduction to the history and goals of National Assessment. The procedures used in developing the social studies objectives and described in the second chapter of this brochure should provide an idea of the time and complexity involved in preparing objectives for each subject area. While the

social studies objectives are only one part of the overall project, they are a vital and important part. The careful attention given to their development and refinement is typical of efforts made in carrying out other National Assessment activities. The project is an evolving one, and each activity is subject to continuous reexamination and refinement as National Assessment attempts to provide all those interested in what young people are learning with valuable information on the outputs of the American educational system.

Eleanor L. Norris
Barbara Goodwin
Editors

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Chapter I

INTRODUCTION

The National Assessment is designed to furnish information to all those interested in American education regarding the educational achievements of our children, youth, and young adults, indicating both the progress we are making and the problems we face. This kind of information is necessary if intelligent decisions are to be made regarding the allocation of resources for educational purposes.

In the summer of 1963 the idea of developing an educational census of this sort was proposed in a meeting of laymen and professional educators concerned with the strengthening of American education. The idea was discussed further in two conferences held in the winter of 1963-64, and a rough plan emerged. The Carnegie Corporation of New York, a private foundation, granted the funds to get started and appointed the Exploratory Committee on Assessing the Progress of Education (ECAPE). The Committee's assignment was to confer at greater length with teachers, administrators, school board members, and other laymen deeply interested in education to get advice on ways in which such a project could be designed and conducted to be constructively helpful to the schools and to avoid possible injuries. The Committee was also charged with the responsibility for getting assessment instruments constructed and tried out and for developing a detailed plan for the conduct of the assessment. These tasks required four years to complete. On July 1, 1968, the Exploratory Committee issued its final report and turned over the assessment instruments and the plan that had been developed to the Committee on Assessing the Progress of Education (CAPE), which was responsible for the national assessment that began in February of 1969. In July, 1969, governance of the project was assumed by the Education Commission of the States, a compact of 43 states and territories whose purpose is to discuss and coordinate educational problems and activities. The work described here was conducted under the direction of ECAPE and CAPE.

In the early conferences, teachers, administrators, and laymen all

emphasized the need to assess the progress of children and youth in the several fields of instruction, not limiting the appraisal to the 3 Rs alone. Hence, the first assessment includes 10 areas: reading, writing (written expression), science, mathematics, social studies, citizenship, career and occupational development (originally called vocational education), literature, art, and music. Other areas may be added in the future. The funds available were not sufficient to develop assessment instruments in all fields of American education. The 10 chosen for the first round are quite varied and will furnish information about a considerable breadth of educational achievements.

Because the purpose of the assessment is to provide helpful information about the progress of education that can be understood and accepted by laymen as well as professional educators, some new procedures were followed in constructing the assessment instruments that are not commonly employed in test building.

These procedures are perhaps most evident and important in the formulation of the educational objectives which govern the direction of the assessment in a given subject matter area. Objectives define a set of goals which are agreed upon as desirable directions in the education of children. For National Assessment, goals must be acceptable to three important groups of people. First, they must be considered important by scholars in the discipline of a given subject area. Scientists, for example, should generally agree that the science objectives are worthwhile. Second, objectives should be acceptable to most educators and be considered desirable teaching goals in most schools. Finally, and perhaps most uniquely, National Assessment objectives must be considered desirable by thoughtful lay citizens. Parents and others interested in education should agree that an objective is important for youth of the country to know and that it is of value in modern life.

This careful attention to the identification of objectives should help to minimize the criticism frequently encountered with current tests in which some item is attacked by the scholar as representing shoddy scholarship, or criticized by school people as something not in the curriculum, or challenged by laymen as being unimportant or technical trivia.

National Assessment objectives must also be a clear guide to the actual development of assessment exercises. Thus, most assessment objectives are stated in such a way that an observable behavior is described. For example, one citizenship objective for 17-year-olds is that the individual will recognize instances of the proper

exercise or denial of constitutional rights and liberties, including the due process of law. Translated into exercise form, this objective could be presented as an account of press censorship or police interference with a peaceful public protest. Ideally, then, the individual completing the exercise would correctly recognize these examples as denials of constitutional rights. It should be noted, however, that exercises are not intended to describe standards which all children are or should be achieving; rather, they are offered simply as a means to estimate what proportion of our population exhibits the generally desirable behaviors implicit in the objectives.

The responsibility for bringing together scholars, teachers, and curriculum specialists to formulate statements of objectives and to construct prototype exercises was undertaken through contracts by organizations experienced in test construction, each responsible for one or more subject areas. In several areas the formulation of objectives was particularly difficult because of the breadth and variety of emphases in these fields. Hence, two contractors were employed to work on each of these areas, independently, in the hope that this would furnish alternative objectives from which panels composed of lay persons could choose. In some instances, subject matter experts were requested to do even further work with the objectives before they were accepted by CAPE.

This brief description of the process employed in identifying objectives for the first assessment should furnish a background for examining the sections that follow.

Chapter II

PROCEDURES FOR DEVELOPING SOCIAL STUDIES OBJECTIVES

Frances S. Berdie

National Assessment Consultant

The task of developing objectives in the field of social studies was awarded to Educational Testing Service (ETS) of Princeton, New Jersey.[1] In the summer of 1965, 11 social scientists met for two and one-half days with members of the ETS staff to define the proper domain of an inquiry into the achievements of American education in this subject area.[2] At the beginning of the meeting, the committee members were provided with a review of the literature written about social studies objectives. No restrictions were placed on the method the committee might choose to formulate objectives, but the ETS staff explained that the final objectives should be stated in behavioral terms; that is, they should describe behaviors that students and adults could be expected to have learned through a social studies education.

In addition to the three criteria established by ECAPE and listed in the introduction to this brochure, the committee members kept several other important considerations in mind:

1. National Assessment would be directed toward four age levels–9, 13, 17, and young adults. In order for the assessment to be truly national in character, parochial, private, and public schools would be involved.
2. The objectives and the instruments developed from them

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[1]The names of the ETS staff members involved in the development of social studies objectives are listed in Appendix A.

[2]The names of the Social Studies Committee members are listed in Appendix B.

should focus on the whole range of possible achievements. To meet this need, they should include tasks which almost all of the population at a given age level could complete successfully, tasks which about half could complete successfully, and tasks which only the most knowledgeable or highly skilled could complete successfully.

The committee recognized that complete agreement among those involved in the social studies area is a rarity and that, consequently, it might be difficult to identify objectives that would be unanimously accepted by the committee members. It was hoped, however, that once identified, the objectives would meet with the approval of the majority of subject matter specialists, educators, and lay persons interested in education.

The first task was to define the realm of social studies. It was generally recognized that the domain of this subject area is almost limitless. It spans the world in width and human experience in time. It includes history, political science, economics, geography, sociology, psychology, anthropology, and philosophy (as well as influences of literature, art, music, religion, and science). To make the frame of reference workable, the committee decided that the school systems should be recognized as the dominant force shaping the limits of this area, and that the objectives could be defined in terms of what is taught in the elementary and secondary schools. At the same time, however, the committee acknowledged that many factors beyond the schools influence a person's learning, such as the mass media, the family, and the church.

After thorough discussion, the committee members agreed to organize the basic objectives into seven statements of abilities they hoped students would develop in the course of a social studies education. At the conclusion of the two-and-one-half-day meeting, the ETS staff prepared a draft of the specifications for the objectives, taking into account the ideas suggested by the committee members. The objectives were sent to each member for review, and then to the Exploratory Committee for its consideration.

Throughout the planning for a national assessment, the Exploratory Committee—now the National Assessment of Educational Progress—has been well aware of the importance of involving the general public in the development of objectives and exercises. While it is not unusual for professionals to interact on such matters as objectives and tasks, it is rare to find nonprofessionals included in such discussions. To obtain the participation of lay

persons actively interested in education, the Exploratory Committee asked for nominations from officers of various national and state organizations involved in education.

From these nominations, persons who lived in large cities, suburban communities, and rural, small-town areas throughout the United States were selected to form 11 lay review panels. Each panel was chaired by one of its members and met for two days in its geographic area to consider and discuss subject area objectives developed for National Assessment.[3] A member of the ECAPE staff was present at each panel meeting to act as a resource person. All the objectives developed were considered by each panel, thus providing 11 independent reviews for all 10 subject areas. Following the individual panel meetings, the 11 chairmen were brought together for a meeting in December, 1965, to pool their recommendations to the Exploratory Committee.

At this time the panel chairmen suggested that the social studies objectives be redefined and reworked. The major emphasis, they felt, should be on assessment of the degree to which there is basic subject competence in such fields as history, geography, economics, political science, and sociology. From these fields objectives could be developed to assess the child's or adult's ability to draw up, utilize, and interrelate the many frames of reference involved in the social studies area.

The suggestions of the lay panel chairmen were supported by recommendations from the Technical Advisory Committee, a group that served as the Exploratory Committee's primary source of guidance on all technical problems.[4] Therefore, ECAPE scheduled a two-day social studies conference in February, 1966. The conference was held to discuss the need for revision and clarification of the existing statement of objectives. Twenty-one people attended, including scholars from the fields that contribute to the area of social studies, leading social studies teachers, university professors who specialize in social studies education, and representatives of research organizations with potential for reworking the objectives.[5] The conference resulted in guidelines for the redevelopment of the objectives.

From those potential contractors indicating an interest in

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[3]The names of the lay review panel chairmen are listed in Appendix C.

[4]The Technical Advisory Committee became the Analysis Advisory Committee (ANAC) in 1969. ANAC focuses on problems of analysis related to National Assessment's data.

[5]Participants at the February, 1966, conference are listed in Appendix D.

working in the area of social studies, ETS was chosen to develop the restatement of objectives. Following the design used for the development of the original objectives, the ETS staff prepared a preliminary revision. Besides utilizing the suggestions recorded at the February meeting, the staff considered a number of social studies curriculum investigations then under way.

In May of 1966, a committee of four social scientists (three of whom had served on the original ETS advisory committee) met to review the ETS staff's preliminary revision of the objectives.[6] After the committee had completed its review, relevant parts of the revised statement of objectives were submitted to two additional reviews, one by subject matter specialists and the other by elementary and high school teachers. The specialists were asked to comment on the significance of those ideas and skills relevant to their discipline, while the teachers were asked to consider the appropriateness of the objectives for the children they teach. The revised objectives were reviewed in terms of these comments by the same committee of four social studies educators at another conference in early June of 1966.

In late June of that year, the new objectives were submitted to the Exploratory Committee. They were then mailed for reactions to one member of each of the 11 lay panels that had reviewed objectives at the Fall, 1965, conferences. Comments were received from eight of the panelists, and these indicated general satisfaction. This revised report was then accepted by the Exploratory Committee as the statement of objectives for the social studies assessment.

After the objectives for social studies (as well as other National Assessment subject areas) were initially developed, they were compared to other statements of objectives that had appeared in the educational literature during the past quarter of a century. Since the National Assessment objectives were prepared for a specific purpose, their wording and organization were somewhat more uniform than prior statements. However, it was possible to organize the previous statements in terms of their relation to National Assessment objectives. When this procedure was finished, it was clear that National Assessment had not produced "new" objectives in any subject area. Rather, these objectives were restatements and summarizations of objectives that had appeared over the last quarter of a century. This was a desired and expected outcome in that one criterion for National Assessment objectives

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[6]Members of the Second Social Studies Committee are listed in Appendix E.

was that they be central to prevailing teaching efforts of educators.

The objectives presented in the following chapter are those that have survived the consideration of both experts and lay persons and that have served as the basis for developing the social studies exercises to be administered to the four age groups in 1971-72. The work of developing these objectives and the exercises that assess them is not ended, however. As the goals of the educational system themselves change, so must the objectives used in the National Assessment. This means that there must be a continual reevaluation of the objectives for each of the subject areas included in the assessment. Following the first assessment of social studies, National Assessment will begin the process of reviewing the objectives in preparation for subsequent years, again requesting the assistance of both experts and lay persons in determining whether the objectives need to be modified. Through this continuing process of examination and reevaluation, National Assessment attempts to attain its goal of providing information on the correspondence between what our educational system is attempting to achieve and what it is, in fact, achieving.

Chapter III

SOCIAL STUDIES OBJECTIVES

Social studies is that area of the school curriculum that seeks to communicate about man in society. It is a shorthand term for such subjects as history, geography, economics, political science, anthropology, sociology, and social psychology. In some instances, social studies stands for an integration or combination of two or more of these subjects, with or without an emphasis on contemporary problems. But more often in grades 5 through 12, social studies tends to be simply a history, geography, government, or economics course with materials adapted to the appropriate grade level.

The objectives to which a national assessment in social studies may be directed are listed below. Each objective merits some treatment at all age levels considered in the assessment. However, behaviors supporting the objectives may vary in emphasis across age levels. Some behaviors listed for a given objective are inappropriate for certain age levels and would be assessed only at ages where research indicates that they become important.

I. HAVE CURIOSITY ABOUT HUMAN AFFAIRS

A. *Raise questions and seek answers.*

Age 9	Evidence interest in their communities and in people of other lands.
Ages 13, 17	Raise questions about and inquire into topics pertinent to their social studies courses and to current affairs.
Adult	Raise questions about and seek answers to a wide range of problems of public interest.

B. *Are open to new information and ideas.*

Age 9	Are open-minded about information that is contrary to something they believe.
Age 13	Are open-minded about information that may upset basic assumptions or cherished notions.

Ages 17, A (in addition to Age 13)
Obtain information and ideas from sources likely to have conflicting viewpoints.

C. *Try to understand why other people think and act as they do.*

Age 9 Are sensitive to the thoughts and feelings of others.

Ages 13, 17, A Attempt to understand the views of others; are willing to put themselves into the positions of others; share the feelings of others.

II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY

A. *Identify and define problems and issues.*

Age 9 Identify the central problem in a situation; identify the major issue in a dispute.

Age 13 (in addition to Age 9)
Identify the central problem in a confused, problematic situation and thereby distinguish it from related but secondary problems.

Ages 17, A (in addition to Age 13)
Distinguish among definitional, value, and factual issues in a dispute.

B. *Formulate generalizations and hypotheses capable of being tested.*

Age 9 None

Age 13 Clarify vague and ambiguous terminology.

Ages 17, A (in addition to Age 13)
Formulate hypotheses in an "if-then" pattern.

C. *Obtain information from a variety of sources.*

Age 9 Consider more than one source for information they need; obtain information from other people, from a library, and from dictionaries, encyclopedias, simple maps, globes, and pictures.

Age 13 (in addition to Age 9)
Use a library card catalogue to find books and magazine articles on a specific subject; use tables of contents and

indices to find information in books and reference volumes.

Ages 17, A (in addition to Age 13)
Choose the most suitable source of information to solve a particular problem; interpret the meaning of simple statistical measures.

D. *Distinguish facts from opinions, relevant from irrelevant information, and reliable from unreliable sources.*

Age 9 Distinguish relevant from irrelevant information.

Age 13 (in addition to Age 9)
Are able in some instances to distinguish facts from opinions and reliable from unreliable sources.

Ages 17, A Use appropriate criteria to distinguish facts from opinions, relevant from irrelevant information, and reliable from unreliable sources; recognize gradations of degree with respect to relevance and reliability.

E. *Detect logical errors, unstated assumptions, and unwarranted assertions; question unsupported generalizations; are aware of the complex nature of social causation and understand that sequence or relationship does not necessarily imply causation.*

Age 9 Recognize simple logical errors; recognize when generalizations lack any supporting evidence; have rudimentary ideas of the nature of causation.

Age 13 Recognize certain logical errors; identify unstated assumptions in an argument; recognize generalizations that go beyond the information given; have rudimentary ideas of the nature of causation.

Ages 17, A Recognize such logical errors as circular reasoning; identify the unstated assumptions in an argument; recognize generalizations that go beyond the information given; identify sampling errors; understand the nature of causation.

F. *Use data and evaluative criteria to make decisions.*

Age 9 Consider proposals to solve a problem in terms of probable consequences for themselves and others.

Ages 13, 17, A Recognize conflicting values in a decision-making situation; test plans of action in terms of their probable consequences with respect to personal values.

III. ARE SENSITIVE TO CREATIVE-INTUITIVE METHODS OF EXPLAINING THE HUMAN CONDITION

A. *Read history, philosophy, and fiction.*

Age 9 Sometimes read and listen to stories and observe dramatic performances that may increase their understanding of people.

Age 13 Sometimes read historical books and articles; sometimes read novels, watch dramatic performances, and listen to music that may increase their understanding of people.

Ages 17, A Sometimes read historical and philosophical books and articles; read novels and watch dramatic performances that may increase their understanding of man in society.

B. *Obtain insight into human affairs from history and philosophy, and from fiction and other forms of art.*

Age 9 Sometimes see elementary social implications in artistic presentations.

Age 13 See some social implications in artistic presentations.

Ages 17, A See the social implications of historical interpretations, novels, plays, and other forms of art.

C. *Recognize the role of creative-intuitive methods in scientific inquiry.*

Age 9 Recognize that scientists think of new ideas about the world.

Age 13 Recognize that scientists may think of new ideas about the world which then require testing.

Ages 17, A Recognize that creativity is an important element in a scientist's formulation of questions and hypotheses and in his efforts to synthesize aspects of human knowledge.

D. *Distinguish personalized explanations of human affairs from scientific-objective explanations.*

Age 9 Are aware that only some things can be proved while others cannot.

Age 13 Are aware that some theories can be proved while others cannot.

Ages 17, A Distinguish personalized explanations of human affairs from scientific-objective explanations.

IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS

A. *Understand some of the distinctive modes of inquiry (questions and approaches) of social scientists.*

Age 9 None

Age 13 (1) Are aware of the distinctive knowledge domains of the social sciences, for example, that:

Historians seek to record human events and to interpret them in a way that gives meaning to continuity and change;

Anthropologists are interested in cultures and in the effects of a culture on the life of an individual;

Sociologists are concerned with group life, with the ways in which individuals organize themselves into groups, and with the interrelationships among individuals and groups.

(2) Recognize the types of questions that are of major significance to several of the social sciences, such as:

What explains the spatial patterns of phenomena on the face of the earth?

What and how much should be produced?

How is the power of leaders structured by the government?

Ages 17, A (in addition to Age 13)
Know about certain of the major analytic tools of the social sciences, such as statistical analysis, map analysis, and national income analysis.

B. *Understand some of the major relationships involving culture, the group, and the self.*

Age 9 Understand some of the services provided in their communities and that these services may be performed differently

in other communities; understand something of the importance of the family.

Age 13 Understand that people in other parts of the world have different ways of living; understand that people are influenced by their culture and know something of the role of the family, school, religion, and mass media in making people similar and different; understand that cultures change slowly.

Ages 17, A (1) Understand the meaning of culture as "the sum total of man's experience," which includes, for example, language, institutions, and technology; know that there are "cultural universals" such as shelter, food, education of young, family organizations, religion, courtship and marriage, and sex taboos, and that there are many variations of cultural form; know something of the historical and evolutionary development of culture, such as prehistory, the stages of man, and the folk-urban continuum.

(2) Understand the relationship between culture and individual behavior, for example, that:

Human behavior is conditioned by culture;

Individual perception, motivation, and other cognitive processes are shaped by the culture in which they take place.

(3) Have knowledge of the cultural values of people living in societies different from their own.

(4) Know something about the group existence of the individual and the way in which individuals organize themselves into groups; recognize the differences between simple and complex societies and the implications of these forms of social organization for the individual; recognize the differences between primary and secondary groups and the implications of these for the individual; recognize and can give examples of interaction between individuals and groups; recognize and can give examples of the major social institutions in society, such as the family and religious, educational, and economic institutions; recognize the functional relationship of institutions to the society of which they are a part.

(5) Understand socialization as the process by which human infants become mature, functioning members of their

society; know something about the dynamic nature of the socialization process; know that the socialization process involves the interaction of the individual's physiological predisposition (basic drives and needs) with the social milieu represented by his primary group affiliations (family, peer group) in the context of the culture in which he lives.

(6) Know something of the processes by which culture and society undergo change; understand that change takes place slowly and that change in one segment of a society or culture necessarily means change in others; can recognize and describe some of the processes by which social and cultural change is brought about, such as competition and conflict, accommodation, acculturation, and diffusion.

(7) Understand how men in groups seek to differentiate themselves; know and can give examples of the difference between ascribed and achieved bases for stratification; understand the stratification system of the contemporary United States and some of the correlates of social class; know something of stratification systems in other societies.

(8) Know that the basic demographic factors are fertility, mortality, and migration; recognize the relation of demographic factors to population trends; can describe the relationship between population trends and social organization.

C. *Understand some of the major characteristics of economic systems, especially the American economic system.*

Age 9 Understand that under capitalism the production of goods and services is determined by the decisions of the producer and the consumer operating through a system of prices and markets; are aware that the consumer's choice is influenced by the utility of particular goods and services, their price, and his disposable income.

Age 13 (1) Understand economics as the study of the way people go about producing, exchanging, and using material goods and services they want.

(2) Understand that since people cannot have everything they want, they must make choices and that these choices decide what is produced.

(3) Understand that in producing the things people want, the producer seeks to make a profit, emphasizing that if he

pays too much for the labor and material he uses, his profit will be less or there will be no profit at all.

(4) Understand that the buying and selling of goods and services take place in what are called markets, noting that the number of buyers and sellers in a particular market and the amount of goods and services available in that market help to determine prices.

(5) Understand the role of government in the economic process, for example, that the government is a major buyer of goods and services; understand some of the ways in which the government seeks to help the economy.

(6) View the American economy in its international setting, with emphasis on the interdependence of the world's economies, the role of world trade, and efforts to foster growth of economically underdeveloped areas.

(7) Understand some of the major similarities and differences between American and other economic systems.

Ages 17, A

(1) Understand economic activity as the production and distribution of goods and services for the satisfaction of material wants.

(2) Understand that under capitalism the production of goods and services is determined by the decisions of the producer and the consumer operating through a system of prices and markets.

(3) Are aware that the consumer's choice is influenced by the utility of particular goods and services, their price, and his disposable income.

(4) Understand that producers seek to maximize profits, that profits are related to costs of production, and that producers attempt to use the factors of production (land, labor, capital, entrepreneurial ability) in the most efficient combinations.

(5) Know some of the characteristics of market structures (monopoly, monopolistic competition, pure competition, oligopoly) and their relation to price and output.

(6) Understand the role of financial institutions in affecting the expansion and contraction of the national economy.

(7) Understand the role of government in influencing and regulating the economic process, with the government as a major buyer of goods and services; can identify ways by which the government seeks to establish certain national economic goals.

(8) Understand how the well-being of the national economy is measured.

(9) Are aware of the international aspects of the American economy, the interdependence of the world's economies, efforts to foster the growth of economically underdeveloped areas, and such problems as the balance of payments.

(10) Understand some of the major similarities and differences between American and other economic systems.

D. *Understand some of the major characteristics of the geographic (spatial) distribution of man and his activities, and of man's interaction with the physical environment.*

Age 9 Know something of the location of major cities, states, nations, continents, and oceans; understand some of the influences the physical environment has on the way people live.

Age 13 (1) Have knowledge of the worldwide spatial distribution of major features of man's physical and cultural environment.

(2) Understand some of the major interrelationships between cultural phenomena and the physical environment, such as the influence of the physical environment on people's ways of living and man's role in modifying his environment.

(3) Know some of the major characteristics of life in Latin America, Europe, Africa, and Asia.

Ages 17, A (1) Have knowledge of the spatial distribution of significant elements of the physical environment (such as water, climate, soil, vegetation, and other natural resources) and elements of the cultural environment (for example, people, political and economic systems, language, and religion); understand the major factors responsible for a particular pattern of organization in space.

(2) Understand how two or more elements are related

areally; are aware that areal association does not necessarily mean that the elements are causally related; understand the relationship between elements of the physical environment and physical features, such as precipitation and soil erosion; understand interrelationships between cultural phenomena and the physical environment, such as the influence of the physical environment on people's ways of living (early man lived near sources of water), man's role in modifying his environment (modern man can pipe water from distant streams and can pollute rivers), and man's use of the land as it changes with changing technology; understand the relation of elements of the agricultural environment to each other (for example, in the United States, hogs and corn are produced in the same area).

(3) Are aware of how distance affects the spatial organization of cultural elements and the interaction between them, such as how clustering and hierarchical organization are reflected in city-hinterland relationships.

(4) Know some of the general characteristics of regions and subregions of the world; identify regional patterns; draw regional lines; discern regional relationships; are aware of different scales of regional generalization; can account for certain regional differences.

E. *Understand some of the major historical developments.*

Age 9 Know some of the major events in American history that are represented by holidays.

Age 13 (1) Understand some of the major events and leaders in United States history:

European exploration and colonization of the New World, with emphasis on the motivation for empire and how European institutions were modified by the New World environment;

The achievement of American independence, with emphasis on reasons for conflict with the mother country and the Declaration of Independence;

The establishment of a government for the new nation, with emphasis on demands for the creation of a strong central government, the basic principles of the Constitution, the spirit of compromise, the Bill of Rights, nationalist tendencies, the development of political

parties, and the effort to achieve a national identity in international affairs;

The westward movement and the increase in sectional differences;

The Civil War and Reconstruction;

The industrialization of the United States, with emphasis on technology, the emergence of big business and attempts to regulate it, the plight of agriculture, the rise of labor unions, the Great Depression, and active government involvement in the economy;

The development of the United States as a world power, with emphasis on the interest in expanded world trade, the acquisition of overseas possessions, involvement in the First and Second World Wars, and acceptance of international responsibilities in the atomic age.

(2) Understand something of the traditional Indian cultures, the Spanish conquests, and national independence movements in Latin America.

(3) Understand some of the significant developments in the early history of Western Europe:

The Greek city-state, Athenian democracy and creativity, and Alexander the Great;

The Roman Empire and Christianity;

Feudalism;

The rise of the English and French nations and the development of democratic institutions.

(4) Understand some of the significant historical developments in Africa and the Middle East:

Early river civilizations and their contributions;

The formation of new nations in the recent past.

(5) Understand some of the major developments in Asian history:

Hinduism, Buddhism, and Confucianism;

Western imperialism;

National states in the twentieth century.

Ages 17, A (1) Understand some of the major developments in United States history:

European exploration and colonization of the New World, with emphasis on the motivations for empire, the variety of imperial structures, and how European institutions were modified by the New World environment;

The achievement of American independence, with emphasis on reasons for conflict with the mother country and the ideology of the Declaration of Independence;

The establishment of a government for the new nation, with emphasis on demands for the creation of a strong central government, the basic principles of the Constitution, the spirit of compromise, the Bill of Rights, nationalist tendencies, the development of political parties, and the effort to achieve a national identity in international affairs;

The pre-Civil War physical and economic growth of the United States, giving rise to sectional interests reflecting economic, political, and philosophic differences;

The Civil War and Reconstruction, with emphasis on the war as an outcome of moral, economic, and constitutional issues that were only partially resolved by the victory of the North and its subsequent dominance of the South;

The industrialization of the United States, with emphasis on technology and productivity, the emergence of big business and attempts to regulate it, the plight of agriculture, the rise of labor unions, the Great Depression, and active government involvement in the economy;

The urbanization of the United States, with emphasis on the influx from European and rural areas, the changing population of cities, and the problems of metropolitan areas;

The expanding role of government in education, science, health, welfare, and civil rights;

The development of the United States as a world power, with emphasis on the interest in expanded world trade, the acquisition of overseas possessions, involvement in the First and Second World Wars, and acceptance of international responsibilities in the atomic age.

(2) Understand some of the major developments in Latin American history:

The development of three Indian cultures, with emphasis on the distinctive features of each;

The Spanish-Portuguese conquests, with emphasis on the adaptations made in Mexico, Central America, and South America;

The achievement of political independence, with emphasis on continued economic and cultural dependence on Europe and the United States;

The increased twentieth-century pressures for social and economic change, with emphasis on the varied political response of different Latin American countries.

(3) Understand some of the major developments in European history:

The city-state in Greece and Rome and its evolution into empire, with emphasis on Athenian democracy and creative expression, imperialism in the Mediterranean, Alexander's empire, and the evolution of law and government in the Roman republic and empire;

Feudalism as a political-social system, with emphasis on its basis in mutual obligations, decentralized government, class distinctions, the manor, and the growth of towns and trade;

The spread of Christianity, with emphasis on the role of the Roman Empire, the Papacy, monasticism, the Crusades, universities, art and architecture, the independent development of the church in the East, the Protestant revolt, and the development of national churches;

The Renaissance, with emphasis on individualism and secularization, humanism in literature and the arts, and attempts to understand the universe;

The rise of national monarchies, with emphasis on parliamentary and cabinet government, absolutism, the commercial revolution, colonization, and empire;

The Enlightenment, the ancient regime, and the French Revolution, with emphasis on the role of Napoleon, nationalism and liberalism, and the attempt to reassert a balance of power;

The Industrial Revolution, with emphasis on the factory system, increased urbanization, industrial capitalism, trade unions, socialism, and the increasing democratization of Great Britain and France;

The development of science and technology, with emphasis on the implications of the ideas of such men as Copernicus, Newton, Darwin, and Freud;

Nationalism and imperialism, with emphasis on the unification of Germany and Italy, competition for empire, alliances, and the First World War;

The Communist Revolution in Russia, with emphasis on the conditions from which it arose, its leaders and ideology, and Soviet economic and political development;

Fascism and the Second World War, with emphasis on economic depression, the failure of the League of Nations, the corporate state in Italy, Naziism in Germany, genocide, aggression, Allied victory, and the Cold War;

The resurgence of Europe, with emphasis on economic development, the Common Market, and the loss of overseas empires.

(4) Understand some of the developments in Middle Eastern history:

The development of river civilizations, with emphasis on Egypt, Mesopotamia, the establishment of government, agriculture and trade, the development of religious thought, and artistic expression;

The development of monotheism, with emphasis on Hebrew, Christian, and Islamic ideas and values;

The Arab empire, with emphasis on its extent and on Islamic culture;

Foreign dominance, with emphasis on Ottoman conquest, Western European imperialism, the strategic importance of the area, and the exploitation of petroleum resources;

The creation of independent nations, with emphasis on efforts to establish stable governments and viable economies, the formation of the Arab league, and Israel.

(5) Understand some of the developments in the history of Africa south of the Sahara:

The major tribal groups and the existence of early African kingdoms;

The exploration, partition, and colonization of Africa, with emphasis on the rivalries among European nations;

The formation of new nations, with emphasis on Nigeria and the Congo and their problems of economic development, tribalism, and education.

(6) Understand some of the developments in the history of India and Southeast Asia:

Development of river civilizations, with emphasis on the growth of the caste system, Hinduism and Buddhism, and the expansion of Indian civilization into Southeast Asia via trade and missionary activity;

Foreign conquest of India, with emphasis on the legacies of Islamic rule and British rule;

Independence movements, with emphasis on Gandhi, the religious basis for the formation of India and Pakistan, Indonesia, and the struggle for Vietnam.

(7) Understand some of the major developments in Far Eastern history:

The development of the Chinese imperial system, with emphasis on the bureaucracy of an open civil service

supported by Confucian philosophy and on the expansion and contraction of the limits of the empire, which depended upon the strength of the ruling dynasty and the strength of the border peoples;

The shaping of traditional Japanese culture, with emphasis on the myths of creation, Shinto, and emperor worship, and on the importation of Chinese ideas and the growth of military influence;

The response of China and Japan to the West, with emphasis on the early rejection of the West, the danger of Chinese dismemberment, the Kuomintang Revolution, the modernization of Japan, and Japanese efforts to dominate the Far East;

The establishment of Communist control in China, with emphasis on the role of the Chinese Communist Party changes in the economy, conflict between the imperial heritage and Communist ideology, and the pursuit of "revolutionary" communism;

The American commitment in the Far East, with emphasis on support for South Korea, Taiwan, and Japan, the economic explosion in Japan, and Japan's continued westernization.

F. *Understand some of the characteristics of the major systems of government, particularly the political system of the United States.*

Age 9 Understand something of the role of leadership and decision making in the home and at school; understand the necessity of rules in the home, at school, and in games; understand something of the relationship between rights and responsibilities.

Age 13 (1) Know some of the individuals and groups responsible for making government decisions.

(2) Know something about the election process and the role of political parties.

(3) Understand some of the rights of American citizens and the extent to which other countries grant the same rights.

(4) Understand some of the implications of war in an atomic age and the role of the United Nations.

Ages 17, A

(1) Understand some aspects of the decision-making process in the United States and other major nations; understand how this process is affected by the division of power between the national government and the states and among the three branches of government; appreciate some of the influences on decision making in Congress and in state and local legislative bodies; understand some of the factors considered in decision making at the presidential level and by executive officers of state and local governments; can cite some of the factors involved in judicial decision making and the special factors involved in Supreme Court decisions; can compare the variables affecting decision making in the United States with those at work in a parliamentary system and in the Soviet system.

(2) Understand the constitutional basis for political power in the United States and the means by which the Constitution can be changed, and can contrast this with the British system and with a system which lacks a constitution.

(3) Understand the meanings of basic democratic values, including the meaning of individual freedom and how it differs from license or anarchy on the one hand and authoritarianism and totalitarianism on the other; understand the essential nature of political equality, human dignity, and sanctity of person, the basic function of private property, equality of opportunity and the distinction between the public and private sectors, consensus and compromise in an open, pluralistic society, and the rule of law.

(4) Know how leaders are chosen for national, state, and local offices in the United States and how these processes are different from those followed in other countries; understand the role of political parties.

(5) Know the substantive and procedural rights of American citizens and how these are different for citizens in other countries.

(6) Understand something of the political socialization process in the United States.

(7) Understand some of the major factors involved in certain persistent political issues.

(8) Understand some of the major factors involved in contemporary international affairs.

V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY

A. *Believe in the fundamental worth of the individual and can justify their belief.*

Ages 9, 13 Respect the views and feelings of other people and can tell why this respect is desirable.

Ages 17, A (in addition to Ages 9, 13)
(1) Treat people as ends rather than as means.

(2) Weigh the effects of personal behavior in terms of their impact on other individuals.

(3) Avoid stereotypes of groups of people.

B. *Believe in the freedoms of the First Amendment and can justify their belief.*

Age 9 Uphold one or more of the basic freedoms and can tell why they do.

Age 13 Uphold freedom of speech, the press, religion, and assembly and can tell why they do.

Ages 17, A (in addition to Age 13)
Support freedom of inquiry.

C. *Believe in the rule of law and can justify their belief.*

Age 9 None

Age 13 Support legal protections for persons accused of crime and can tell why they do.

Ages 17, A (in addition to Age 13)
Support orderly procedures of change, majority decisions, and the rights of minorities.

D. *Believe in open opportunity for advancement and can justify their belief.*

Ages 9, 13 None

Ages 17, A Believe in education and open access to jobs so that an individual may move ahead on his merits.

E. *Are willing to act for the general interest.*

Ages 9, 13 Have a sense of responsibility for the interests of others.

Ages 17, A (in addition to Ages 9, 13)
Consider the general good and not simply personal gain in making decisions.

F. *Are willing to participate in decision making relevant to their lives.*

Ages 9, 13 Participate in making decisions in school, at home, and in play groups.

Age 17 (1) Believe that, as much as possible, people should become involved in making decisions that affect them.

(2) Vote in school elections.

(3) Participate in making decisions in the groups to which they belong.

Adult (1) Believe that, as much as possible, people should become involved in making decisions that affect them.

(2) Vote in elections.

(3) Participate in political activity.

(4) Serve on juries when called.

Appendix A

ETS STAFF MEMBERS INVOLVED IN THE DEVELOPMENT OF SOCIAL STUDIES OBJECTIVES

Miss Scarvia B. Anderson, Director of Curriculum Studies

Mrs. Arleen S. Barron, Assistant to the Director, Curriculum Studies

John K. Hemphill, Director of Developmental Research

Stephen P. Klein, Associate Research Psychologist

Dana G. Kurfman, Examiner and Chairman, Social Studies Test Development

Mrs. Anita C. Shendalman, Assistant Examiner, Social Studies Test Development

Robert J. Solomon, Vice President

Appendix B

MEMBERS OF THE SOCIAL STUDIES COMMITTEE*

James M. Becker, Director, North Central Association Foreign Relations Project, Chicago, Illinois

Donald B. Cole, Chairman, History Department, Phillips-Exeter Academy

M. H. Elliott, Director of Research, Oakland Public Schools, California

Miss Jean Fair, College of Education, Wayne State University

Robert A. Feldmesser, Executive Director, Sociological Resources for Secondary Schools, Dartmouth College

John M. Good, Co-Director, Social Studies Curriculum Development Center, Carnegie Institute of Technology

John H. Haefner, Head, Social Studies Department, University High School, University of Iowa

Harold Howe II, Executive Director, The Learning Institute of North Carolina

Clyde F. Kohn, Department of Geography, University of Iowa

Donald T. Perryman, Supervisor, Secondary English and Social Studies, Los Angeles City School District

Isidore Starr, Department of Education, Queens College of the City University of New York

*Members' affiliations at the time they served on the committee are indicated.

Appendix C

CHAIRMEN OF LAY PANELS*

J. T. Anderson, President, Idaho School Trustees Association, Twin Falls, Idaho

Mrs. Leland Bagwell, President, Georgia Parent Teachers' Association, Canton, Georgia

Mrs. Gerald Chapman, Former School Board Member and State Legislator, Arlington Heights, Illinois

Jerry Fine, President of Board of Education, Inglewood, California

A. Hugh Forster, Lancaster, Pennsylvania

Mrs. Romine Foster, President, New York State Parent Teachers' Association, Pittsford, New York

Mrs. Verne Littlefield, Past President, Arizona State Parent Teachers' Association, Phoenix, Arizona

Herbert Rogin, School Board Member, East Brunswick, New Jersey

Milton S. Saslaw, Miami, Florida

Benton Thomas, Kansas City, Missouri

Richard E. White, Rochester School Board, Rochester, Minnesota

*Chairmen's affiliations at the time they served on the panels are indicated.

Appendix D

CONFERENCE ON SOCIAL STUDIES OBJECTIVES*

Howard Anderson, Houghton Mifflin Company

Alvin Bean, Supervisor of Social Studies, Dallas Public Schools

Miss Adeline Brengle, Teacher, Elkhart, Indiana and President, National Council on Social Studies

Vincent Campbell, Associate Director, Social and Educational Research Program, American Institutes for Research

Mrs. Malcom Collier, Director, Anthropology Study Project, University of Chicago

David Easton, Professor of Political Science, University of Chicago

Miss Jean Fair, Professor of Education, Wayne State University

John Flanagan, President, American Institutes for Research

Richard Gross, Professor of Education, Stanford University

Dana G. Kurfman, Examiner and Chairman, Social Studies Test Development, Educational Testing Service

Roger Lennon, Vice President, Harcourt, Brace & World, Inc.

Daryl Nichols, Director, Social and Educational Research Program, American Institutes for Research

Franklin Patterson, Director, Carnegie Commission of Educational Television

*Members' affiliations at the time they served on the committee are indicated.

William Pattison, Professor, San Fernando State College

Lawrence Senesh, Professor of Economics, Purdue University

Robert J. Solomon, Vice President, Educational Testing Service

Miss Althea Truitt, Teacher, Sequoia Union High School, California

Miss Edith West, Professor of Education, University of Minnesota

Miss Helen Yeager, Supervisor of Social Studies, Cincinnati Public Schools

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Appendix E

MEMBERS OF THE SECOND SOCIAL STUDIES COMMITTEE*

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National Conference of Christians and Jews
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National School Boards Association
Parochial Educational Organizations
State Boards of Education
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Miss Eleanor L. Norris, Director of Information Services